**Diane Corrigan**

The Water Cycle

Adapted from http://ckisloski.blogspot.com/2013/04/the-water-cycle-getting-ready-for-earth.html?m=1

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| ***In Unit 4 and 5 of our science curriculum, the kindergarten students learn about Our Earth and Weather and Seasons. They learn about what life is like on Earth as well as caring for the Earth and weather and seasons. This lesson will focus on the water cycle as part of a series of lessons on caring for the Earth and its resources. It is also a review of material learned when we studied states of matter earlier in the year. This lesson will be taught towards the end of the unit. The students will already have learned about how we can help care for the Earth by recycling and preventing litter and waste from ending up in our waterways. Duration of lesson: ONE CLASS PERIOD.*** | |
| **Subject:** | Science |
| **Grade:** | Kindergarten |
| **Standards:**  **Danielson Framework:** | Reading:  RI.K.1 With prompting and support, ask and answer questions about key details in a text.  RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).  RI.K.10 Actively engages in group reading activities with purpose and understanding.  Writing:  W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  Speaking and Listening:  SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.  SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. Next Generation Science Standards:[PS3.B: Conservation of Energy and Energy Transfer](http://www.nap.edu/openbook.php?record_id=13165&page=124) [Sunlight warms Earth’s surface. (K-PS3-1), (K-PS3-2)](http://www.nap.edu/openbook.php?record_id=13165&page=124) [ESS2.D: Weather and Climate](http://www.nap.edu/openbook.php?record_id=13165&page=186)  [Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1)](http://www.nap.edu/openbook.php?record_id=13165&page=186)  [Patterns](http://www.nap.edu/openbook.php?record_id=13165&page=85)  [Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (K-ESS2-1)](http://www.nap.edu/openbook.php?record_id=13165&page=85)  [Cause and Effect](http://www.nap.edu/openbook.php?record_id=13165&page=87)  [Events have causes that generate observable patterns. (K-PS3-1),(K-PS3-2),(K-ESS3-2)](http://www.nap.edu/openbook.php?record_id=13165&page=87)  Domain 3: Instruction  Danielson 3c- Engaging students in learning |
| **Materials:** | \* Book: The Falling Raindrop written by Neil Johnson and illustrated by Joel Chin  \* Box of tissues  \*Spray Bottle  \*Chart paper  \*Markers |
| **Literacy and Technology Connections:** | Read aloud: The Falling Raindrop written by Neil Johnson and illustrated by Joel Chin  Song “The Water Cycle by Mr. Davies” (School tube video) |
| **Picture Vocabulary Words:** | Water  Water cycle  Rain  Clouds  Steam  Vapor  Condensation  Evaporation  Precipitation  Accumulation |
| **Objectives and Goals of the lesson:** | Students will be introduced to the concept of the water cycle. Students will be able to recall basic facts about the water cycle. They will share their knowledge of the various stages of the water cycle. They will identify information about the water cycle using a diagram. They will create a diagram of the water cycle and label it. |
| **Procedure:** | 1. Start by reading the book: The Falling Raindrop.  2. After reading the book, we will retell the story as an interactive writing activity to draw and label the water cycle on a class chart.  3. I will demonstrate the water cycle with a tissue and a spray bottle. I will gather the sides of the tissue to make a cloud. I will spray the tissue. Students will make predictions about what will happen if I continue to spray water on the tissue. I will use the tissue to show that when more and more water evaporates and then condenses into the cloud, the cloud gets heavier and heavier (more and more sprays with the bottle!) until finally, the cloud is SO full, that precipitation occurs! (Once the tissue is saturated, I will walk around and it will rain all over the children sitting on the rug.  4. The children will work with a partner to create their own rain clouds using tissues and a spray bottle.  5. We will watch the water cycle video on schooltube to help reinforce the stages of the water cycle.  6. Students will work independently to create their own water cycle diagram. |
| Assessment: | Each student will receive a water cycle diagram. The words for each stage of the cycle are already on the diagram. The students will draw a picture to go with each stage of the water cycle. For the beginner ELLs, I will provide pictures to go with the diagram to help them to label. Students will answer questions such as:  \* What makes water turn to vapor?(heat from the sun)  \*What is a cloud made up of? (droplets of water)  \*What makes the water fall to the ground?(the clouds are too heavy)  \*What is water that falls to the ground called? (rain)  \*What happens when the sun comes out after the rain?(the water cycle starts again) |

Rubric:

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| |  | | --- | | Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |  | | --- | | Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

Rubric: The Water Cycle-Diagram Rubric

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| Develop a diagram of the water cycle. The diagram should include the information that was discussed in class.  Top of Form  Bottom of Form |

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| [Powered by iRubric](http://www.irubric.com/)**Water Cycle** | | | | |
|  | **Poor** **1 point** | **Fair** **2 points** | **Good** **3 points** |  |
| **Labeling of main parts** | Poor  2 or more labels are missing from diagram. | Fair  1 or more labels are missing from diagram. | Good  Picture is correctly labeled. |  |
| **Order of Water Cycle** | Poor  2 or more parts of the water cycle are out of order in the cycle. | Fair  1 or more parts of the water cycle are out of order in the cycle. | Good  Picture shows the order of the water cycle correctly. |  |
| **Colorful and Unique** | Poor  Drawings are not colored and picture does not seem realistic. | Fair  Drawing is colorful but picture could have been more realistic. | Good  Drawing is perfectly colored and very unique. |  |
| **Neatness and Grammar** | Poor  Picture is not neat and words are misspelled. | Fair  Picture is clear and somewhat neat. One to two words misspelled. | Good  Picture shows neatness and all words are spelled correctly. |  |

Bottom of Form

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| Build free rubrics at [www.iRubric.com](http://www.iRubric.com). | **Rubric Code:** **KXW5564** |

Resources:

**Water Cycle**

Below is the link to the "Cool Water Cycle Song" that we learned in class! Be careful - it is very catchy!!! I have also included the lyrics below.

<http://teachertube.com/viewVideo.php?video_id=120556>

***Cool Water Cycle Song by Mr. Davies (teachertube.com)***

*Water from a little puddle turns to gas…Evaporation*

*The gas forms into puffy clouds….Condensation*

*The clouds get heavy and the rain pours down…..Precipitation*

*and more puddles on the ground*

***The water cycle…round and round***

***Vapor goes up and the rain comes down.***

***Water in the in the sky, in the ocean, in the ground.***

***It’s all in a cycle going round and round.***

*Some clouds look like a horse’s tail…that’s cirrus*

*Some clouds look like cauliflower…that’s cumulus*

*Some clouds look like a blanket of gray…that’s stratus.*

*There are high clouds, low clouds, and in-between clouds.*

*Fog on the ground is also where we’ve seen clouds. Yeah, yeah, yeah.*

*The water cycle…round and round*

*Vapor goes up and the rain comes down.*

*Water in a river, in a glass, in a cloud.*

*It’s all in a cycle going round and round.*

*When warm air meets cold air, trouble brews.*

*That could mean a storm and that’s bad news.*

*A hurricane can form when that happens near warm water.*

*Look out if that storm reaches land.*

*Get out of the way; grab your sons and daughter.*

*Crash, bash, boom, and kabam.*

*Oh no, we forgot Uncle …Dan*

*I’m okay, I’m alright, I was just hiding in a garbage can.*

*He was hiding in a garbage can.*

*The water cycle…round and round*

*Vapor goes up and the rain comes down.*

*Water in a person, in a well deep down.*

*It’s all in a cycle going round and round*.

[http://www.teacherspayteachers.com/Product/The-Water-Cycle-Kindergarten-Chart-and-Activity-409058 409058](http://www.teacherspayteachers.com/Product/The-Water-Cycle-Kindergarten-Chart-and-Activity-409058%20409058)



